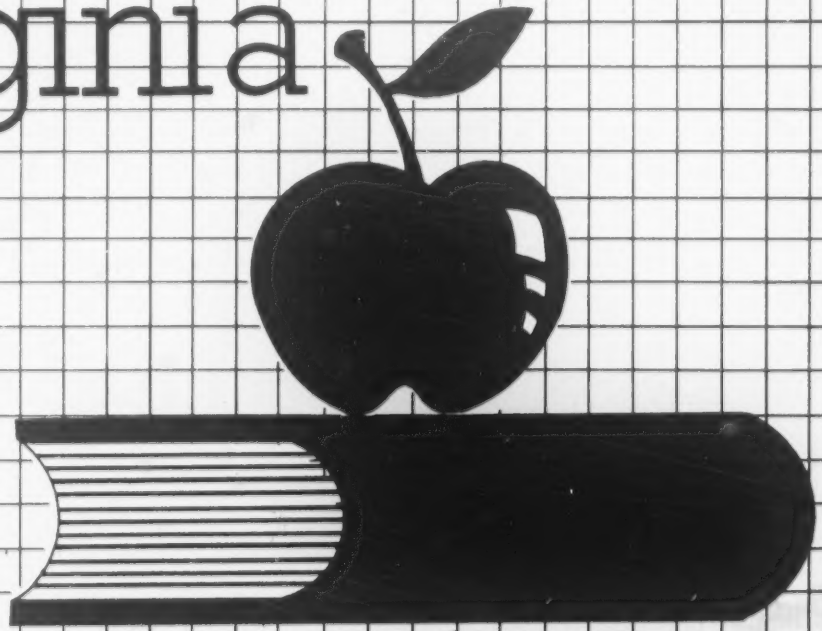
SB540-1.1-U

Public Education in West Virginia



Annual Report 1988-89
Volume One

West Virginia Department of Education

Seventy-sixth Report
(Thirty-fifth Annual Report)
of the
State Superintendent of Schools

Volume I

State of West Virginia
For the period
July 1, 1988
to
June 30, 1989

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Henry Marockie
State Superintendent of Schools

November 1, 1989

The Honorable W. Gaston Caperton III
Governor of West Virginia
Charleston, West Virginia 25305

Dear Governor Caperton:

The Seventy-sixth Report of the State Superintendent of Schools, Volume I, is respectfully being submitted to you with this publication. It has been prepared in compliance with the Official Code of West Virginia §18-2-15, 5-1-20 and 5A-3-28.

Under separate covers we are pleased also to present to you the Annual Report of the West Virginia Division of Rehabilitation Services and the Annual Report of the West Virginia Schools for the Deaf and Blind.

Respectfully Submitted,

Patricia F. Hamner

Patricia Full Hamner
1988-89 President, West Virginia Board of Education

Henry Marockie

Henry Marockie
State Superintendent of Schools

WEST VIRGINIA BOARD OF EDUCATION

EXECUTIVE OFFICES
Charleston, West Virginia 25305

Patricia Full Hamner, President
Buckhannon, 1991

Audrey Horne, Vice President
Wheeling, 1996

Virgil C. Cook, Secretary
Daniels, 1994

Gordon Billheimer
Montgomery, 1997
(served November 1988-February 1989)

N. Blaine Groves, Member
Martinsburg, 1993

Kendall Hall, Member
Parkersburg, 1990

Helen Hauldren, Member
Hamlin, 1995
(resigned November 1988)

James MacCallum
Madison, 1995
(appointed January 1989)

Paul J. Morris, Member
Dunbar, 1989

Richard Schnacke, Member
New Martinsville, 1988
(term expired November 1988)

Frances "Boots" Seago, Member
Athens, 1992

Charles Wagoner, Member
Weston, 1997

WEST VIRGINIA DEPARTMENT OF EDUCATION

1988

Tom McNeel
State Superintendent of Schools

Jim Smith
Deputy State Superintendent

James S. Gladwell
Assistant State Superintendent
Bureau of Finance and Services

John Pisapia
Assistant State Superintendent
Bureau of General, Special and
Professional Education

Clarence Burdette
Assistant State Superintendent
Bureau of Vocational, Technical
and Adult Education

1989

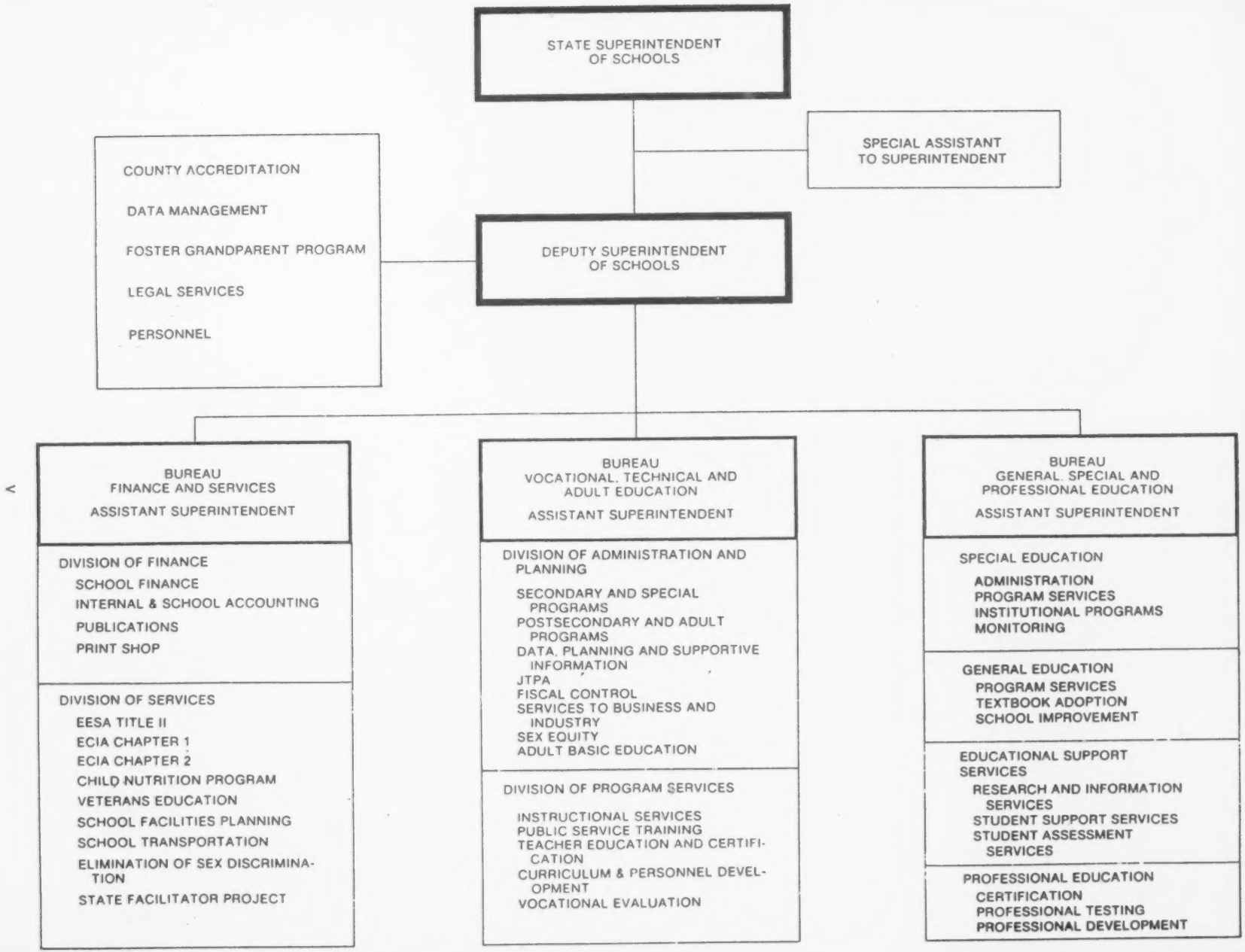
John Pisapia
State Superintendent of Schools

Clarence Burdette
Deputy State Superintendent

Carolyn Arrington
Assistant State Superintendent
Bureau of Finance and Services

Keith Smith
Assistant State Superintendent
Bureau of General, Special and
Professional Education

Adam Sponaugle
Assistant State Superintendent
Bureau of Vocational, Technical and
Adult Education


STATE SUPERINTENDENT OF SCHOOLS
SPECIAL ASSISTANT TO SUPERINTENDENT
COUNTY ACCREDITATION
DATA MANAGEMENT
FOSTER GRANDPARENT PROGRAM
LEGAL SERVICES
PERSONNEL
DEPUTY SUPERINTENDENT OF SCHOOLS
BUREAU FINANCE AND SERVICES
ASSISTANT SUPERINTENDENT
DIVISION OF FINANCE
SCHOOL FINANCE
INTERNAL & SCHOOL ACCOUNTING
PUBLICATIONS
PRINT SHOP
DIVISION OF SERVICES
EESA TITLE II
ECIA CHAPTER 1
ECIA CHAPTER 2
CHILD NUTRITION PROGRAM
VETERANS EDUCATION
SCHOOL FACILITIES PLANNING
SCHOOL TRANSPORTATION
ELIMINATION OF SEX DISCRIMINATION
STATE FACILITATOR PROJECT
BUREAU VOCATIONAL, TECHNICAL AND ADULT EDUCATION
ASSISTANT SUPERINTENDENT
DIVISION OF ADMINISTRATION AND PLANNING
SECONDARY AND SPECIAL PROGRAMS
POSTSECONDARY AND ADULT PROGRAMS
DATA, PLANNING AND SUPPORTIVE INFORMATION
JTPA
FISCAL CONTROL
SERVICES TO BUSINESS AND INDUSTRY
SEX EQUITY
ADULT BASIC EDUCATION
DIVISION OF PROGRAM SERVICES
INSTRUCTIONAL SERVICES
PUBLIC SERVICE TRAINING
TEACHER EDUCATION AND CERTIFICATION
CURRICULUM & PERSONNEL DEVELOPMENT
VOCATIONAL EVALUATION
BUREAU GENERAL, SPECIAL AND PROFESSIONAL EDUCATION
ASSISTANT SUPERINTENDENT
SPECIAL EDUCATION
ADMINISTRATION
PROGRAM SERVICES
INSTITUTIONAL PROGRAMS
MONITORING
GENERAL EDUCATION
PROGRAM SERVICES
TEXTBOOK ADOPTION
SCHOOL IMPROVEMENT
EDUCATIONAL SUPPORT SERVICES
RESEARCH AND INFORMATION SERVICES
STUDENT SUPPORT SERVICES
STUDENT ASSESSMENT SERVICES
PROFESSIONAL EDUCATION
CERTIFICATION
PROFESSIONAL TESTING
PROFESSIONAL DEVELOPMENT

INTRODUCTION

This volume–the first of three which comprise the 35th Annual Report of the State Superintendent of Schools — is a detailed account of the actions and activities of the West Virginia Board of Education and the West Virginia Department of Education from July 1, 1988 through June 30, 1989.

In accordance with state law, this report has been prepared for the Governor, for transmittal to the state legislature.

Volume two of the report, containing a summary of education statistics, and volume three, a financial summary, are customarily issued later in the school year, when the vast amount of data needed for the reports has become available.

THE YEAR IN REVIEW

The 1988-89 year was one of challenges and changes in education in West Virginia. The broadranging provisions of Senate Bill 14, the education reform law passed in the 1988 legislative session, set the agenda for much of the year's work. State and local education agencies tackled the job of making the changes required and meeting the deadlines set by the law.

One of the law's provisions–a legislative oversight commission–was later overturned by the state Supreme Court when the Board of Education challenged its constitutionality.

West Virginia State Board of Education President Patricia Full Hamner led the board through the year of legislative and administrative changes. After three and a half years as state superintendent of schools, Tom McNeel announced mid-year his intention to take early retirement. John Pisapia, assistant superintendent for General, Special and Professional Education, was named by the board to fill the superintendent's position through the end of the fiscal year. For the first time in its history, the board took the unique approach of appointing a search committee comprised of representatives of education, business, and community interests to screen candidates solicited in a national search. The committee presented to the board its finalists, from whom the board selected Henry Marockie, who had formerly served as superintendent of Ohio County Schools.

Special Highlights

A sampling of the year's education highlights are given below:

- The Governor's Honors Academy gave 147 high school juniors a sample of college life during a month of special activities at Shepherd College.
- Members of the community pitched in $4,000 when Raleigh County's writing camp was endangered by budget cuts, allowing 40 elementary and secondary students to attend the two-day event.
- Randolph County opened the West Virginia Wood Training Institute, the first state-assisted center designed to train students for a specific industry.
- Satellite technology was used to link people from across the state and country for telemeetings, staff development training, credit courses and curriculum enhancement.
- Marion County's Future Farmers of America chapter won the national organization's top honor for the second time in three years for projects it completed to promote tourism in the area.
- Seven schools were honored as West Virginia Exemplary Schools.
- October was declared by the governor to be Computer Learning Month, and computer literacy activities were held at schools throughout the state.
- Special academies drew hundreds of principals, teachers, special educators and vocational administrators, and gave each group the opportunity to share ideas on new approaches to the education issues it faces.
- The 1988-89 edition of the West Virginia Report Card Series was distributed, with data given by state, county and school.
- West Virginia's efforts to curb its dropout rate through a first-of-its-kind dropout law received national attention. The law required suspending the drivers licenses of students under 18 who dropped out of school.
- As a result of reform legislation, the Department of Education began providing educational services to over 500 incarcerated juveniles and adults in our state's correctional institutions.
- The West Virginia Education Fund received the 1988 Educational Sponsorship Award given by the National Association for Industry-Education Cooperation.
- A new state-funded teacher scholarship program, the Underwood-Smith Plan, provided up to $5,000 a year in student aid to 38 high school and college graduates seeking teaching careers.
- West Virginia Schools for the Deaf and Blind became the first schools of their types in the country to offer a special adolescent guidance program called Skills for Adolescence.
- More than 300 students attended the West Virginia Young Writers Day, where 168 students received awards.
- Teresa Hardman, a teacher at Nitro High School in Kanawha County, was chosen 1989 Teacher of the Year in a ceremony that highlighted the state's observation of American Education Week in November.
- A summer computer-assisted remedial reading and math program drew national attention at conferences in Albuquerque, Atlanta and San Diego. The Governor's Summer Youth Enhancement Program targeted disadvantaged youth in 12 counties.
- The first statewide parent involvement seminar was hosted in Charleston, co-sponsored by the Department of Education and the Appalachia Educational Laboratory.
- Clay County High School was the first West Virginia School since 1984 to win the U.S. Department of Education's National School of Excellence award.
- A building designed and built by Mercer County students will serve as headquarters for the Education Business Industry Seminar Center.
- Eight county boards participated in a pilot program designed to help them assess and increase their effectiveness in the areas of communications, strategic planning, policy oversight and decision-making.
- Information on managing feed supplies, marketing timber resources, and securing quality water sources was beamed to state farmers and stockmen through the first series of statewide satellite telecasts sponsored by the Department of Education and West Virginia University.
- Golden Horseshoe Day feted 221 new Knights and Ladies of the Golden Horseshoe in ceremonies at the capitol.
- More than 300 students gathered for the state's first Youth Conference for a Drug-Free West Virginia.
- Three West Virginia Schools were selected to participate in the pilot semester of a learning-by-satellite project that included instruction in math, science, and foreign languages.

WEST VIRGINIA BOARD OF EDUCATION

Summary of Key Actions

July

Patricia Full Hamner of Upshur County was elected president during the board's monthly meeting at Canaan Valley State Park. The board also elected Audrey Horne, Ohio County, vice president and Virgil Cook, Raleigh County, secretary.

The board unanimously voted to urge the governor to veto Senate Bill 14, based on its opposition to the bill's provision for a Legislative Oversight Commission. Board members also heard results of the county accreditation mini reviews held in Brooke, Calhoun, Gilmer, Grant, Jefferson and Kanawha counties. A post mini review was held in Logan County, and on-site reviews were done in Ritchie and Upshur counties.

The following items completed the public comment period and received approval by the board: learning outcomes for English language arts, Certification Appeals Board procedures, revision of a policy regarding athletic trainers in schools, and competency testing for teachers of technical and industrial health and occupational home economics. Also approved were school nurse programs at Alderson Broaddus College and Marshall University, changes in Secondary School Activities Commission regulations, and distribution of state and federal funds for special education and vocational and adult basic education for fiscal year 1989.

Held for action following public comment were AIDS education and communicable disease control policies, revisions of education personnel programs, and recommendations for special education certification.

August

In a regular meeting held at its office in Charleston, board members appointed Max Carpenter to succeed Jack Brady as superintendent of the West Virginia Schools for the Deaf and the Blind. The board unanimously endorsed the Act for Better Child pending before the U.S. Congress and, in compliance with Senate Bill 14, granted salary increases to certain certified department employees.

The board reviewed results of on-site and mini reviews for county accreditation in Barbour, Lewis, Raleigh and Tucker counties. It put on public comment a policy regarding distance learning programs and approved a new board member orientation program required by S.B. 14, Step 7 plans for instructional improvement, and a supervision of instruction program at the West Virginia College of Graduate Studies. Following public comment periods, it also approved a plan for state administration of the child nutrition program and minimum requirements for school bus design and equipment.

September

House of Delegates Education Chairman Lyle Sattes discussed with board members Senate Bill 14 and other education legislation in a regular meeting at Ripley. The board also appointed a three-member state election board for the Council on Professional Education.

Board members were given an update on the Governor's Honors Academy by First Lady Shelley Moore, Kay Goodwin and John Board, who reported that the academy had received support from over 25 corporations, banks, foundations, agencies and individuals. Resigning principal Ralph A. Brewer of the West Virginia School for the Blind was honored with a resolution commending him for over eight years of dedicated service as the school's administrator.

The public comment period having expired on the following three items, they were approved by the board: AIDS education and communicable disease control policies and a revision of educational personnel programs. Distributed for comment were health learning outcomes revisions, changes to the adult education policy to bring it into compliance with S.B. 14, and a five-year plan for community education programs.

October

In a regular meeting held in Institute, the board unanimously endorsed the Bond Enhancement Amendment, the only constitutional amendment on the November 8 ballot. Board members approved a response to the West Virginia Council on Professional Education's annual report and a charge to the council, and put on public comment an employee grievance policy for the West Virginia Schools for the Deaf and Blind and a response to the annual report of the state Advisory Council for the Education of Exceptional Children.

The board honored Frances "Boots" Seago with a resolution recognizing her for serving with distinction and honor as president of the board in 1987-88.

Marshall County and Hardy County received recognition status based on county accreditation mini reviews. Budget amendments to comprehensive educational facilities plans were approved for nine counties, and eleven counties received approval of their Step 7 plans.

November

Board members met in Hancock County and granted full approval to Barbour, Lincoln, Monroe and Pleasants counties following mini on-site accreditation reviews. The board also approved a list of textbooks for language arts, reading, spelling, and literature and a response to the annual report of the Advisory Council for the Education of Exceptional Children.

Policies that were placed on public comment periods were regarding

sabbatical leave for professional educators and definitions for excused and unexcused absences.

December

In a special called meeting held in Jane Lew, the board discussed the legislative package it planned to present to the legislature. During the session, the board worked on revisions to policy 2100, educational goals for West Virginia. The board's purpose in revising the policy was to update or reconfirm the goals that were established in 1975. Also in the meeting, board appointee Gordon Billheimer was sworn in to replace Richard Schnacke, whose term expired in November.

The board held its regular meeting jointly with the Board of Regents in Charleston. West Virginia Chamber of Commerce and West Virginia Round-table representatives Gordon Lane, attorney, and Ann Johnson, IBM branch manager, discussed with the board ways the business community is supporting education in the state. The board also received a report from Harry Burgess, chairman of the West Virginia Human Resources Association on "Children in Crisis: State at Risk."

Grants were awarded to the Adult Literacy Education Program and amendments to facilities plans for Berkeley, Logan and Ohio counties were approved. Following accreditation mini reviews, Pocahontas and Tucker counties were given full approval for standards 1-12. Board members received the state and county data editions of the West Virginia Report Card Series, providing indicators relating to students, community, personnel, resources, and programs.

Placed on public comment period through February were policies in conformity with S.B. 14: establishment of pilot programs for semester schools, transitional/developmental kindergarten, developmental screening for children under six, and AIDS education. The 1989 summer food service program and proposed revisions to regulations regarding proprietary vocational schools were also put on public comment period.

January

In a special emergency meeting, the board interviewed four candidates for the position of state superintendent of schools, vacant following Tom McNeel's decision to take early retirement. The board then appointed John Pisapia to serve through July 1, 1989.

During the regular monthly meeting, the board heard reports from Audrey Horne, chair of the S.B. 14 recommendations subcommittee, and Frances "Boots" Seago, chair of the legislative improvement package subcommittee. The board approved learning outcomes for health and reading, sabbatical leave policies, and a county attendance policy; it also approved keeping instructional day lengths at their current levels. After reviewing reports from all 55 counties, board members voted that no consolidation of county school systems be considered for the present. The board also amended the Department of Education Employee Handbook, giving the state superintendent of schools authority to fill management positions on a temporary basis.

Board members accepted a resolution honoring Richard Schnacke, member of the board from 1979-1988, for his contribution to the education community. Revisions to the policy on state educational goals were placed on public comment, with action to be taken in the March meeting.

February

The board held a special meeting in Charleston and heard presentations from a county superintendent, two consultants, and a representative of the National Association of State Boards of Education on the task of selecting a new superintendent.

During its regular meeting, the board voted to approve expenditure schedules for state appropriation accounts reduced three percent in accordance with Governor Caperton's executive order. It also approved revisions in the grievance policy of the Schools for the Deaf and Blind and a policy concerning personal leave benefits used in conjunction with Workers Compensation. Board members heard a report given by Braxton County School Superintendent Kenneth Seals on the Special Task Force on Rural Districts and received a copy of the Carnegie Report. The board received school facility day care guidelines for public comment and scheduled a special called meeting for later in the month.

At the special meeting, the board discussed the superintendent search and the state aid formula. It also voted to approve changing board meeting sites for the April, May and June meetings to Charleston in order to cut expenses for both the department staff and host counties.

March

During the regular monthly meeting, the board approved Cabell County's closure of five schools and approved remediation/acceleration project applications from a number of counties. They also voted to approve regulations for proprietary vocational schools and the criteria for due process hearing officers.

Distributed for comment was a competitive grant policy which would establish a statewide program under which schools could be awarded grants to put in place innovative approaches to instruction. The board also received for comment a proposed revision in the maximum teacher-pupil ratio policy.

In a special meeting held later, members met with a representative of the National Association of State Boards of Education to organize the search for a new superintendent. As it was a working session, no action was taken.

April

A special meeting was held to hear delegations from Harrison, Kanawha and Raleigh counties on the topic of school consolidation. Board members heard from

representatives in favor of and against school consolidation and asked questions regarding the counties' consolidation plans.

Board members voted to approve closing six schools in Harrison County and five in Wood County during their regular April meeting. It also approved the closure of one Kanawha County school and budget amendments related to its educational facilities plan. The board heard from Terri Wilson of the Department of Education on the national attention the state law suspending teen dropouts' drivers licenses is receiving. Other items receiving board approval were learning outcomes for career exploration, a four-year plan for adult education, a policy requiring a four-year education plan for all eighth graders, and a policy bringing staff development into line with S.B. 14 requirements.

A proposed requirement that principals establish school advisory councils was distributed for public comment, as was a plan for education of homeless children, which was later reviewed and revised by the Educational Homeless Advisory Committee.

The board appointed to a Superintendent Screening Committee 19 people representing education, business and community interests. Appointed to chair the group was John Lough of the West Virginia Education Fund. The committee met for the first time April 21 to begin work on the search for a new superintendent.

May

New board members James MacCallum of Boone County and Charles Wagoner of Lewis County were sworn in at the board's regular meeting, held in Charleston. Blaine Groves, Kendall Hall, and Charles Wagoner were selected by vote to serve on the West Virginia School Building Authority, and Virgil C. Cook was chosen to serve on the West Virginia Joint Commission for Vocational-Technical Occupational Education.

The board approved school closings in Fayette, Lewis, Mercer, Raleigh, and Taylor counties but refused to amend Kanawha County's comprehensive educational facilities plan as the county had requested on the grounds that the plan, as amended, failed to meet required criteria. Five items related to provisions of S.B. 14 were approved, affecting the following areas: maximum teacher-pupil ratio, AIDS education, school accountability, remediation, and semester schools. A policy on distance learning was placed on public comment.

June

During its last meeting of the reporting period, the board approved distribution of state and federal special education funds, and the expenditure schedules for the Department of Education and the Schools for the Deaf and Blind. It also voted to approve funds appropriated by the legislature for Rural Loss Assistance to alleviate the need of counties that lose more than six percent of their service and/or professional personnel. Also approved were amendments to the West Virginia Secondary School Activities Commission rules.

John Pisapia, who accepted a position in higher education in Virginia, was honored by a board resolution for his work as interim state superintendent of schools, and Clarence Burdette was recognized with a plaque for his role as deputy superintendent.

The board moved into executive session to interview three finalists for the state superintendent's position. After two days of meetings, the board moved out of executive session on June 9 and voted unanimously to employ Dr. Henry Marockie as the state's 23rd superintendent of schools, effective July 1, 1989.

ADMINISTRATION

Data Management

This unit has responsibility for coordinating all data collection and processing for the department to eliminate inefficiency, duplication of reports and processes, delays and inaccuracies.

The review of data collection forms used by the department continued during the year. The data management unit participated in the planning of a data system for West Virginia public schools. The department's word processing system was expanded; a number of microcomputers were installed in offices. Staff operated the administrative bulletin board/electronic mail system which serves county school systems, regional education service agencies and the department. The unit represented the department in the planning of a system to compare the status of education among the states.

Foster Grandparent Program

Children with exceptional and special needs in West Virginia's schools receive special attention from senior citizens in this program, part of the department's growing emphasis on involvement of school volunteers generally and older people specifically. Approximately 145 seniors spent four hours each school day in schools throughout the state, assisting nearly 600 students. The children served ranged from under a year old to age 18, and the volunteers ranged in age from 60 to nearly 90.

Overseen by administrative staff, the program is federally funded and involves state matching funds and in-kind contributions.

Legal Services

State Superintendent's Interpretations continue to be written in answer to questions from citizens, school officials and personnel, public officials, interest groups and other bodies. Their dissemination by quarterly memorandum and the monthly **Legal Concerns** was discontinued in favor of a future, technological presentation; however, they continue to be published in **State Ed.**

The opinions of the attorney general which pertain to school matters continue to be made available to interested parties upon request, as do decisions of the State Supreme Court of Appeals.

The attorneys receive training biennially as required by the West Virginia State Bar and receive additional training as possible.

During 1988-89, the legal services division

- eliminated a substantial backlog of citizen grievances and teacher certification revocation proceedings
- resolved class action litigation, Boles v. the State Board of Education
- brought up to current status all pending matters in the legal division
- instituted new efficiency measures and control mechanisms
- revamped the due process hearing officer system used in special education
- assisted state board in developing new policy making regulations to assure compliance with the Secretary of State's office; assisted state board in eliminating outdated and/or redundant policies.

Personnel

The department sent position announcements to approximately 250 recruiting sources including the Chronicle of Higher Education and other professional journals. During the year, 139 applicants for associate staff positions were tested, screened, and referred for interviews. The department also screened and referred for interviews 155 applicants for professional staff positions.

The personnel office maintains a statewide computer network for teacher vacancies and applicants. Three RESAs and 23 counties have utilized the posting service. More than 65 teachers from West Virginia and other states contacted the personnel office concerning teacher vacancies.

The personnel office conducted orientation sessions for new employees, prepared and coordinated the evaluation process, assisted in preparation of in-service training, assisted on-site review teams and completed reports relating to EEO, OSHA, Worker's Compensation and other agencies.

BUREAU OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION

Administration and Planning

Administration

Staff prepared and reviewed state and local plans and accountability reports, monitored expenditures, worked on policy updates, maintained liaison with other department bureaus and other state agencies, and planned and conducted three statewide conferences for vocational administrators, as well as the annual statewide conference for all vocational teachers and administrators.

Adult Basic Education

Staff were responsible for administration of adult basic education classes in all counties serving 21,019 persons, up from 20,738 in 1987-88. Many of these adults were served by 31 full-time adult learning centers located in vo-tech centers, libraries and other convenient sites. Approximately

200 classes were conducted in a variety of other locations.

High school equivalency diplomas were earned by 4,811 persons who passed the national GED test. The basic education programs also served 907 persons who enrolled in English-as-a-second-language courses, 1,773 institutionalized adults, and 1,437 handicapped adults. In addition, 1,274 adult students obtained a job, 388 adult students obtained a better job or salary increase, and 232 students were removed from public assistance.

Adult basic education instruction (GED on TV) was also delivered via television statewide through cooperation with public and cable television stations serving over 1,600 adult students.

Staff worked cooperatively with the West Virginia Adult Literacy Coalition which was formed in 1984 to address illiteracy in the state by creating a greater awareness of the problem and providing solutions for it. Staff also worked closely with all volunteer literacy providers that have activities in all 55 counties.

Community Education

Community Education consists of activities for public interest and enrichment sponsored at least in part by the county Boards of Education. These activities are in addition to occupational, business/industry or Adult-Basic Education classes. Local citizens, community schools, agencies and institutions become active partners in addressing education and community concerns. In FY-'89, almost 260,000 people were served through Community Education programs throughout West Virginia.

Community Education in West Virginia is coordinated in local communities by the county Boards of Education and is guided by a Five Year State Plan and the State Association of Community Education. The State Association was instrumental in developing an informational video in FY-'89.

Although there is a person in the West Virginia Department of Education's Vocational Bureau with Community Education responsibilities, there are, as yet, no state funds available for Community Education. There is, however, some federal assistance available through the West Virginia Department of Human Services for "Extended Day Programs." In FY-'89, over $37,000 was distributed by the Vocational Bureau to Jackson, Jefferson, Kanawha, Marion, Tucker and Wayne counties to initiate "Extended Day Programs." These programs provide before and after school activities for school-age children who are without supervision during that time. Typical activities include tutorial, personal safety, personal development and recreation between the hours of 7:00 to 8:00 a.m. and 2:30 to 6:00 p.m. on each school day.

Other examples of Community Education programs are intergenerational activities, non-credit courses and pre-diagnostic clinics.

Data, Planning and Supportive Information

Staff conducted four regional program planning meetings, coordinated the preparation of the annual vocational education state plan and annual report, and processed sixty-three local education agency plans. Staff conducted eleven workshops for teachers and administrators, maintained a file of local and state personnel and acted as liaison with the department of vocational rehabilitation and with various agencies, including those concerned with civil rights.

The staff also coordinated preparation of the performance report for FY 89, the state plan for fiscal years 1990-92, and conducted desk audits for sixteen counties, with onsite visitation to four. The latter was to determine compliance with civil rights legislation.

Job Training Partnership Act/ Private Industry Council

Federal JTPA funds awarded through the three Private Industry Councils in the state were used to provide in-school and out-of-school training for youth and adults.

The activities were:

41 programs in 33 counties provided 514 disadvantaged adult/youth students with skill training, remediation and job seeking/keeping skills. Training areas ranged from business technology and bank teller to licensed practical nurse (LPN) and micro-computer repair.

31 training programs in 27 counties provided 300 adult/youth displaced workers instruction in diverse training areas ranging from auto mechanics technology, robotics, computer-assisted design, LPN, electronics technology, to business technology and electricity. These students also received remedial instruction in basic skills (as needed) and job seeking skills.

34 dropout prevention programs operated in 49 counties providing in and out of school youth with guidance services, remedial instruction, life skills, tryout employment and work experience activities.

One program operated in a penal institution provided 40 adult inmates with remedial instruction, skill training, life skills and guidance counseling.

47 projects in 47 counties provided 1,397 youth who were two or more grade levels behind with computer assisted remediation in math and English. The students participating in the Governor's Summer Youth Enhancement Program also received career exploration guidance and counseling.

21 projects in 14 counties provided vestibule and upgrade training to 597 adult and youth students in industrial sites. These students also received classroom instruction in job skills and employee/employer relations.

Post-secondary and Adult Programs

During 88-89, 60,760 adults were served through programs administered by the bureau and conducted by county boards of education:

Adults full-time training	3,085
Adults part-time vocational ..	35,212
Adults JTPA program	1,444
Adult Basic education	21,019

Adult Basic Education piloted a new Adult External Diploma program to provide a high school diploma issued by the West Virginia Board of Education. This diploma will provide an option to the General Educational Development (GED) for adults over 25 to complete their secondary education.

Adult Technical Preparatory programs and Adult Occupational part-time programs provided skill training for initial employment and for up-grade training for adults already employed for almost 40,000 adults. Many of these programs provide articulated credit with community college associate degree programs.

Job Training Partnership Act programs provided technical skill training for over 1,400 unemployed adults and drop-out prevention/intervention services for over 4,400 secondary students. Additionally, JTPA was also very active in providing funding for many of the programs operated through the Department's Services to Business and Industry program.

Secondary and Special Programs

During the academic year, nearly 100,000 secondary school students were enrolled in vocational education programs administered by this unit. This figure is an unduplicated total. In addition to secondary students, nearly 1,600 adults were enrolled through secondary education offerings. Of the total number of secondary students in the state, two-thirds were enrolled in at least one vocational course.

This unit also:

Continued to assist vocational administrators and teachers in the areas of:

- funding
- technical assistance
- assessment workshops

Continued to expand programs to assist vocational administrators and vocational counselors in the areas of:

- job placement
- at-risk youth
- dropout prevention
- four-year vocational and academic planning

Continued to expand programs to assist vocational administrators and vocational teachers in the areas of disadvantaged and handicapped students by providing technical assistance in the areas of:

- planning
- funding
- assessing

Continued to expand programs for incarcerated males and females by cooperating with the Director of Interagency Services in the areas of:

- vocational assessment
- teacher selection and placement
- funding
- specialized programming

Continued to provide support services to handicapped and disadvantaged students in the areas of:

- new technologies
- advocacy programs
- collaborative planning and cooperative efforts

Services To Business And Industry

This unit encompasses services to business and industry provided by the bureau using federal Job Training Partnership Act (JTPA), Appalachian Regional Commission (ARC), and state New and Expanding Industry (NEIT) funds for economic development.

Forty-three projects were conducted last year which provided training for 2,669 participants, helping them acquire, keep and move up in their jobs. On most of these projects, bureau staff assisted the companies with job/task analyses to help them better organize the training. Instructional materials also were provided to many of the companies. The training took place either at West Virginia vo-tech centers, where appropriate, or at the companies as necessitated by facilities and equipment. Typical vo-tech center assistance centered on training in such areas as computers, cad/cam, welding, fabricating, secretarial and machine skills. Funds were provided for instructors and consumables to help companies offset the high cost of training while remaining competitive, thus saving and creating jobs for West Virginians.

Twenty-six companies serving 308 participants were assisted with supervisory training, which is provided through the Region III Regional Educational Service Agency. This free training was customized for each industry and generally covered first-line supervisory skills in communications, problem solving, time management, stress management and effective leadership.

Sex Equity

The sex equity program is designed to assist the state board in providing males and females equal educational opportunities in all vocational programs. Through the Carl D. Perkins Act, a total of 54 programs were funded to overcome sex bias and stereotyping.

In addition to the hundreds of adults who were included in these programs, over 17,000 secondary students were served. Transportation and child care assistance was provided through these funded programs. Nearly 50 percent of the sex equity programs provided activities to enable girls and women to support themselves and their families.

Programs for single parents and homemakers were increased by 35 percent over 1988-89. Grant awards were provided to 29 local education agencies to provide special vocational programming assistance and support services to eligible participants. These grants made it possible for 985 participants, 122 of whom are displaced homemakers, to be served.

A cadre of educators representing each of the state's local education agencies was formed to provide local leadership in the area of sex equity. In addition to programs for school personnel and community-based organizations, a statewide sex equity conference was held.

The state sex equity coordinator is employed to initiate and monitor activities related to sex bias and sex stereotyping in vocational education in the state. In addition to the funding of these programs, on-site technical assistance was provided to one-third of the state's local education agencies. Community colleges, four-year institutions of higher education and two universities were provided funds and/or technical assistance to eliminate sex bias and sex stereotyping. As a result of these coordinated efforts, county school systems and community-based organizations received aid to bring needed support to males and females enrolled and seeking educational opportunities in vocational education.

Program Services

Staff in this division, in addition to regular responsibilities for curriculum and instruction, also:

- Coordinated 31 inservice and preservice training institutes for vocational teachers through county boards of education, colleges and universities, and regional education service agencies.
- Implemented pilot projects in applied mathematics and applied communications.
- Coordinated the development of 12 new curriculum guides based on learning outcomes.
- Installed basic academic skills for employment software in 73 sites statewide.
- Worked with the U.S. Army to coordinate teacher training for a new electronics curriculum.
- Distributed criterion-referenced test item banks for 10 areas of study.
- Coordinated and held in-state student organization event conferences and coordinated the national student organization conferences.
- Coordinated industry-sponsored workshops and back-to-industry experiences for 150 technical and industrial teachers.
- Conducted the fourth academy for vocational administrators, emphasizing leadership, supervisory and planning skills, and effective schools research and practice.
- Supported six teacher preparation programs for vocational education, serving over 500 teachers/administrators.
- Assisted in the department procurement of test bank and generation software for use in criterion-reference testing within vocational education programs.
- Developed criterion-referenced test item banks for eight vocational areas of study.
- Provided instructional video development services for 27 business/industrial enterprises as well as for 17 departmental functions.
- Assisted county school systems in their efforts to restructure the traditional hour block of vocational instruction into one to two hour semester classes to provide students better access to programs.
- Utilized the ALS Library System and a telecommunications System (down-link) to the Vocational Curriculum Laboratory to inservice vocational educators.
- Disseminated 52,196 instructional materials to teachers statewide through the Vocational Curriculum Laboratory, including many new up-to-date videos.
- Evaluated, as part of county accreditation, vocational programs in 14 counties. Maintained the accreditation of 28 vo-tech centers with the North Central Association.
- Implemented major recommendations of the Redesign and Refocus of Vocational Education study.
- Conducted entrepreneurship teletraining in which over 100 teachers participated.
- Conducted the annual vocational and adult education conference with over 1,200 teachers and administrators in attendance.
- Evaluated 13 private schools.
- Initiated efforts to strengthen basic skills of vocational students through personnel development, curriculum development and special projects:
  - — 31 workshops were conducted for over 400 participants, emphasizing strategies/techniques for reinforcing basic skills through vocational education, use of instruction of technology, and technical update of teachers in occupational skills.
  - — Basic academic skills for employment software was implemented in selected sites. This program assesses students' math and language skills needed for employment, diagnoses needs and provides computer-assisted remediation services.
  - — Participated in the Southern Regional Education Board's vocational basic skills project in West Virginia. Three pilot projects were continued with goals to raise the basic skill levels of vocational students.

Agricultural Education

The agricultural education program in West Virginia served 5,000 secondary students and more than 1,000 adults in full and part-time programs in schools throughout the state. The changes within the agricultural sector of our technological society required that the major effort of agricultural education continue to focus upon preparing individuals for entrepreneural opportunities or for entry into, upgrading, retraining or advancement in occupations in which agricultural knowledge and skills are required. Many programs diversified and expanded to meet the many and varied needs of those being served. In addition to emphasis on agricultural science and technology, a number of teachers continued to expand their program offerings to include cooperative vocational training in the off-farm agricultural occupations dealing with such areas as food products (animal processing), agricultural machinery sales and service, horticulture (hydroponics) and wood science technology. Special in-service activities are planned to address the infusion of aquaculture, biotechnology and plant tissue culturing into the agricultural education instructional program. Five special adult distance learning programs have been planned for adults and secondary students, utilizing satellite transmission to share the latest technologies, as well as the experts involved with the technology.

The FFA is the organization for students preparing for careers in the agriculture industry and is an integral part of the agricultural education program. FFA activities and award programs complement instruction in agricultural education by giving students practical experiences in the application of agricultural skills and knowledge gained in classes. A major emphasis of the FFA is the development of skills and abilities to prepare young people for leadership roles in their agricultural careers. There are presently 5,000+ FFA members in the West Virginia association. Major state FFA activities include: FFA convention and leadership conference; state officers leadership camp; Ham, Bacon and Egg Show; state officers Goodwill Tour; vo-ag judging contests; and state fair participation. Students are also involved with numerous regional and national leadership development activities. As unemployment problems surface in many parts of the county, it is interesting to note that the need continues for qualified, skilled individuals in agriculture/agribusiness. Approximately 22 million people now work in agriculture and related fields. Recent USOE statistics indicate that almost 405,000 people are needed annually in agriculture/agribusiness careers. Of that number, only 109,000

vacancies are currently being filled by people trained in agriculture.

Business Education

Business education provides instruction for vocational competence in business jobs. It is this skill area that provides students a link between the vocational instruction and their future careers. This occupational group has been the fastest growing area of employment. Business education courses enrolled 30,000 secondary, 2,000 adult preparatory, and 2,100 adult supplemental students.

Business education is offered at various levels, including junior high school, senior high school, area vocational-technical centers, adult education programs and colleges. Seven major curricula are provided in business education: stenographic, clerical, accounting, business data processing, word processing, supervision and business management, and information processing.

The modern office has become a communication center. The technological advances in word processing, micrographics, data processing, electronic mail, desktop publishing and telecommunications have had, and will continue to have, a tremendous impact on business education. Microcomputers are an integral part of business education, and they are being utilized in the business curriculum for word processing and data processing with emphasis on business applications.

Computer literacy courses are being implemented. Eight to 95 percent of all computer applications are business data.

In West Virginia, more than 3,500 students enrolled in business programs belong to the 121 Future Business Leaders of America chapters. Four sectional leadership conferences and a state FBLA-PBL Leadership Conference were held involving more than 1,866 students in competitive and leadership events. Approximately 60 members from West Virginia participated in the annual national FBLA-PBL Leadership Conference. Karen Johnson of Charles E. Yeager Career Center placed second in Shorthand II and Daniel Epler placed ninth in economics.

The post-secondary students enrolled in Phi-Beta Lambda (PBL) are located in vocational centers, community colleges and four-year colleges. There are approximately 330 members and 15 chapters in West Virginia. Students participate in state and national conferences. West Virginia Phi Beta Lambda chapter received four recognitions at the National Conference. David Linkenkhoker, West Virginia Institute of Technology, received a first place recognition in Mr. Future Business Teacher.

Career Exploration

Career exploration programs have been undergoing a great change during the past year. Alternative means of delivery have been devised to enable small school systems to offer a career exploration program without the use of four subject area teachers and a guidance counselor. This redesign allows for the use of the developmental guidance component already in existence, along with a unit in general career exploration which anyone could teach after in-service attendance. Combining these two components with two career oriented classes (examples: home economics, industrial arts, or other academic careers classes) offers the student a well rounded program.

Learning outcomes have been developed for the general career exploration class, and specific subject supervisors are in the process of developing nine week career oriented courses.

The Governor's Summer Youth Enhancement Program received much attention this year, with presentations given to several other interested states. The program operated in 12 counties again this year, with revised and expanded curriculum in place. Plans are underway to try to expand the program to all counties by next year.

Consumer and Homemaking Education/Occupational Home Economics Education

Vocational home economics enrollments increased 4 1/2% in fiscal year 89. Secondary consumer and homemaking students totalled 28,594 while 1,301 secondary students were served by occupational home economics programs.

Incentive funds were used to purchase computers and software for 33 home economics programs. Fourteen additional teachers were inserviced in the use of computers as an instructional tool. Approximately 250 teachers were updated by staff at conferences and workshops. A comprehensive review of Adult Roles and Functions and STEPS curricula was initiated. An adult nanny/child care worker program was implemented by one county and resulted in a 80% placement rate of program completors. Two secondary occupational child care programs expanded to serve the children of students by providing day and evening child care. Two new adult consumer and homemaking programs, Open House in West Virginia and Balancing Work and Family Roles, were introduced and more than 50 individuals were inserviced in their use.

Future Homemakers of America is an integral part of all vocational home economics programs in West Virginia. Membership in 23 HERO chapters totalled 342 students while 127 FHA chapters served 2,626 students. Three state sponsored activities involved 1,351 members and advisers at the regional and state levels. Fifty-one FHA/HERO members attended the National Leadership Meeting in Cincinnati, Ohio and 13 students were involved in competitive events and won seven gold medals and four silver medals.

Curriculum Laboratory

The West Virginia Vocational Curriculum Laboratory procured and cataloged approximately 1,017 new instructional items, conducted numerous regional and national searches, disseminated 52,196 curricular items to local teachers, printed 89 curricula, and sponsored or participated in 43 workshop inservice sessions. "Criterion-referenced" test item banks were completed for industrial maintenance, accounting I, machine transcription and office technology, business keyboarding I and II, graphic arts/printing, commercial art, business recording, and horticulture. Significant progress was also made in producing instructional videos. Revisions in learning outcomes were also initiated for vocational areas of study.

The curriculum laboratory continued printing curriculum materials, main-

taining the department of education film libraries, and serving as the systems operation center for the state-wide educational microcomputer network.

Entrepreneurship Education

Entrepreneurship education was delivered in at least 15 high schools by marketing education and business education teachers. Over 150 teachers from all vocational areas were trained to infuse entrepreneurship into their regular curriculum. Thirteen 2-hour sessions were broadcast via satellite to dozens of sites around the state. These broadcast sessions were followed up with 3 group meetings and special assignments. As a result, over 2,000 West Virginia vocational students received an introduction to entrepreneurship as a part of their vocational training. Updating sessions in entrepreneurship were offered to business education teachers and marketing education teachers at the Vocational and Adult Education Teachers conference.

A new project involving the Department of Education and the West Virginia Enterprise and Education Foundation is being developed that will provide opportunities to teachers and students to explore entrepreneurship. Teaching materials, training, and library resources will be provided to teachers, while an entrepreneurhsip summer-camp experience will be designed for students.

Adult courses utilizing local experts and a videotape series have been offered through adult marketing education courses at the Training Place at the Charleston Town Center Mall and at the Huntington Mall in Barboursville. Both of these programs were continuations of previously successful programs. A new program for tenants of the Charleston Enterprise Center small business incubator was launched, using personnel from the Training Place. This will also become an on-going program.

Competitive events featuring entrepreneurship were conducted at the state level by the Distributive Education Clubs of America (DECA), Future Business Leaders of America (FBLA), and Future Homemakers of America/Home Economics Related Occupations (FHA/HERO).

Health Occupations Education

Programs in Health Occupations Education enrolled approximately 1,200 secondary and over 6,000 adult students. Technical assistance was provided throughout the state to implement new program directions and changes to coincide with health care industry demands. Curriculum development activities were initiated for Medical Transcription and Community Developmental Disabilities Technician Programs. A supplement was developed for the long term care nursing assistant curriculum to meet new standards imposed by nursing home reform legislation. Instructors participated in several workshops for inservice and technical updating in their respective program areas.

Participation by students in Vocational Industrial Clubs of America (VICA) increased. Health occupations students won three medals during the national U.S. Skill Olympics and Leadership Conference held in Tulsa, Oklahoma.

Industrial and Technical Education

The industrial and technical education staff supervised 540 programs involving 560 teachers with 11,809 secondary and 20,417 adult students enrolled. Learning outcomes are now in place for 35 program areas. Curriculum guides have been completed and disseminated to teachers in several areas and others are in various stages of completion. Staff members were involved in developing training outlines for several industries. Technical updating workshops and institutes for teachers were jointly sponsored by this unit and industry. West Virginia continued its joint project with the National Science Center for Communications and Electronics at Fort Gordon, Georgia, to improve electronics instruction. This project was expanded to include teachers from the areas of science, math and computers. The staff had responsibility for the administration of the West Virginia Welding Certification program. There were 32 test sites which issued approximately 675 certifications.

The Vocational Industrial Clubs of America (VICA) enjoyed a membership of 5,825, making it the largest vocational student organization in West Virginia. West Virginia has the second largest health occupations membership in the United States. Eighty-eight students who won first place awards in state contests competed in the U.S. Skill Olympics and Leadership Conference held in Tulsa, Oklahoma. One first place medal, one second place medal (this was a seven-member team), four third place medals and 11 other national recognitions were received by the delegation from the West Virginina Association of VICA.

Marketing Education/ Cooperative Education

The 86 marketing education and diversified cooperative training programs enrolled over 5,000 secondary and adult students. Staff conducted on-site evaluations and provided technical assistance to counties. Staff also was elected to a 3-year term on the board of directors of the Marketing Education Resource Center, the curriculum development organization for marketing education. A workshop was conducted on curriculum development that allowed participating teachers to develop learning activities and have them published by the Marketing Education Resource Center. Each teacher received over $200 worth of teaching materials and software.

Specialized courses and/or programs were offered in advertising, entrepreneurship, hotel/motel management, finance and credit, fashion merchandising, professional selling and food marketing. A new project, developed in conjunction with the West Virginia Training and Apprenticeship Council, delivered instruction in economics to adults in the apprenticeship programs in the Fairmont area. This project will be expanded into other areas in the future.

The West Virginia Association of the Distributive Education Clubs of America (DECA) had approximately 60 chapters and 2,000 members. Over 1,000 students were served by the four major conferences held during the year. A delegation of 75

students and teachers attended the National DECA Career Development Conference in Orlando, Florida, where a St. Albans student was a finalist in the Apparel and Accessories Comprehensive Test. Rhonda Yoho, from Jackson County, was elected North Atlantic Region Vice-President.

Public Service Training

Public service enrollments increased to 20,583 in 1988-89, making it the most productive year ever. Classes were offered statewide in such areas as emergency care, fire, environmental, law enforcement, hazardous materials and rescue operations. Continued emphasis was placed on developing video materials to improve instruction. The Environmental Training Center initiated several new training courses, new training materials were developed and utilized and computer applications for training and reporting were expanded.

In response to a request by the State Office of Emergency Services, public service personnel initiated a Hazardous Material Training Program statewide, including the training of 233 instructors and 4,277 local participants in various areas of hazardous material identification and management.

Continued involvement in the National Fire Prevention Professional Qualification Board Examinations for Levels I, II & III firefighters remained a high priority, with West Virginia being the only state authorized to offer all three levels at one time.

Major changes and improvements were made in law enforcement and environmental training due to changing laws and requirements. A nationally recognized waste water and water curriculum was used to train over 600 operators for state certification and plant management. Four modules of interactive computer mathematics for waste water operators was completed with the final goal of 15 modules to be completed by June 1990. Financial management seminars for small waste water utilities was conducted for the first time in West Virginia. The Environmental Training Lab staff provided technical assistance for the successful installation of a new waste water treatment facility at Cedar Lakes.

New instructor training courses were a priority for program improvement, including the development of a 10 module, video-based instructor program and a new emergency medical technician supervising teacher/student teaching program. Materials developed in 1988 were revised for 1989.

Technology Education

The redirection of traditional industrial arts programs is well underway, and technology education is taking its place. Technology education is a comprehensive, hands-on program concerned with ways that humans use communication, construction, manufacturing, and transportation systems to adapt their environment. Students use a variety of tools, materials and processes to apply theoretical information to concrete experiences. These programs involved more than 19,000 students in over 240 schools throughout West Virginia in the 1988-89 school year.

Middle school curriculum is being developed which will explore the four systems of technology, promoting problem solving, career orientation and the ability to adapt to one's environment. The high school curriculum provides students with an in-depth analysis of the four systems. Activities for both levels such as problem solving, magnetic levitation vehicles, fixed wing gliders, and financial costs analysis were developed and disseminated to technology teachers across the state.

Workshops and inservices were held to assist teachers in implementing computer assisted drafting, understanding space transportation, and improving safety in the laboratory.

This was a special year for the American Industrial Arts Student Association (AIAS), as they celebrated ten years of achievement. At the annual business meeting, a resolution was passed to change the name of the association to the Technology Student Association (TSA). The association continued to grow, serving more than 25 chapters and 632 members. Sixty-two students and advisors attended the national conference, returning with four trophies and 19 finalists. During the second half of the year, staff was involved in planning and preparing for the first national level Leadership Conference hosted in West Virginia.

West Virginia Microcomputer Educational Network

Users communicate not only others throughout the state, but also with people nationally and internationally. The network allows users to send and receive electronic mail; upload and download files and software programs; join special topic conferences; access numerous bulletins on a variety of topics including job openings, grant proposals, educational calendars, legislative bills, conference registrations; and other information that may be requested.

During July 1988 through June 1989, the West Virginia Microcomputer Education Network (WVMEN) continued to grow in numbers of users and hours of access. The school networks also increased in student usage with more hours provided in training. The statistics included:

- Approximately 32,800 students, teachers, business and community people received training in the school computer network labs.
- The statewide telecommunications network increased to over 4,200 users.
- The WVMEN system increased information provided to users by increasing the number of bulletins to 30 and the number of public conferences to 30.
- Additional public domain diskettes were added to the library to provide 5,000 programs.
- The RESA technicians serviced over 3,000 units and saved the county school systems over $500,000 in repairs.

Another important phase of the WVMEN continued to be the service provided by RESA microcomputer repair technicians. Thousands of dollars were saved in repair of the computer systems and local area networks because the schools were not required to maintain service contracts. Excellent service, training, assistance and technical expertise was provided. The RESA technicians also configured the JTPA computer networks that were installed for the summer youth program.

BUREAU OF FINANCE AND SERVICES

Introduction

The Bureau of Finance and Services administered and provided leadership for several major federal and state programs. Continuation of major support services for a comprehensive educational program, administration of federal funds that flow to county systems under the Education Consolidation Improvement Act (ECIA), 1981, and from the U.S. Department of Agriculture, and administration of other federal and state programs were the primary functions of the bureau.

The report that follows details the contribution of each federal and state program administered by the Bureau of Finance and Services, including programs that flow monies directly to the local education agencies (ECIA Chapter 1, ECIA Chapter 2, and EESA Title II).

Child Nutrition

The department administers all child nutrition programs available through the U.S. Department of Agriculture operated under the National School Lunch Act of 1946 and the Child Nutrition Act of 1966.

Under this program, school lunches and breakfasts were made available to all children attending public schools, with the exception of two schools not participating in the school lunch program and five schools with waivers of the school breakfast program. Lunches and breakfasts were served in 22 private schools and 52 residential institutions. Milk was provided in 10 private schools and 19 summer camps. For preschool children, meals/supplements were provided by 127 child care and Head Start sponsors and 1,100 family day care homes. Five agencies sponsored day care nutrition programs for functionally impaired adults. During the summer, 44 local sponsors provided feeding programs for children. In addition, the Nutrition Education and Training Program provided $50,000 for dissemination of nutrition education materials to children and in-service training of food service personnel. Federal funding for the various child nutrition programs amounted to over $49 million for the reporting period.

Data Processing

This unit is responsible for liaison between the department and the centralized computer facility operated by the state Information System Services (ISS). In addition to working with the various sections of ISS for the entry, storage and processing of the department's data, staff provide consultation, systems analysis and programming to all department bureaus for modification of existing computer applications and installations of new systems.

The unit maintains 18 major information systems serving all bureaus and touching many functions of the department. These systems involve at least 40 computerized master files and more than 400 computer programs. Significant improvements were made in the programming of the school finance function.

In addition to the mainframe computer applications, the unit provides support to users of microcomputers throughout the department.

Efforts to reduce paper handling and processing time continued with 51 counties forwarding data via magnetic tape and disk with the ability to update and correct many files directly through terminal connections rather than keypunching.

ECIA Chapter 1

Federally funded compensatory education programs in West Virginia operate under P.L. 97-35, better known as the Education Consolidation Improvement Act (ECIA). The ECIA Chapter 1 programs of this act provided supplementary remedial instructional services to educationally deprived children in grades K-12 with 91 percent of such services in grades 1-6. Chapter 1 funds also provided supplemental educational activities in state institutions housing handicapped, neglected and delinquent children.

During the reporting period, $35,567,715 in Chapter 1 funds went to the 55 counties for programs of remediation in reading and mathematics. Approximately 30,000 public and private school students throughout the state received these services from 550 teachers and 550 teacher aides.

Additionally, $134,933 of ECIA Chapter 1 funds were allocated to the West Virginia Schools for the Deaf and the Blind. Programs serving children previously housed in state health institutions and the West Virginia Schools for the Deaf and Blind, who are now enrolled in public schools, received $356,466. The West Virginia Department of Health operated Chapter 1 programs in 13 institutions with an allocation of $427,567. State institutions housing neglected or delinquent children received an allocation of $260,032 to supplement their educational programs. Also, $42,987 of Chapter 1 funds were expended on children of migratory farm workers in Berkeley, Hampshire and Jefferson counties.

ECIA Chapter 2

Chapter 2 of the Education Consolidation and Improvement Act (ECIA) transferred program authority and responsibility to state and local education agencies with a minimum of paperwork and complete discretion in the local use of funds.

West Virginia received $3,906,153 in Chapter 2 funds during the reporting period. Approximately 20 percent of that amount was retained at the state level and used to continue programs established under ESEA Title V for strengthening the state education agency. At least 80 percent was distributed to the local education agencies. The law requires that the distribution of funds be based on enrollment; criteria is in place to assure high pupil allocations to local education agencies where education imposes a higher than average cost per child. Recipients were the 55 county boards of education, the eight regional education service agencies, the school for the deaf and the blind, the department of education (for students in health institutions) and the department of corrections.

During 1988-89, the fifth evaluation of Chapter 2 was completed. It indicated that the local education agencies had

complete discretion in the use of funds in accordance with their educational needs and priorities. The funds were used at the local level in the following areas (the percent listed is the percentage of the total grant awards to the local educational agencies):

- 4.3% mathematics
- 6.1% reading and language arts
- 2.6% gifted and talented
- 1.9% guidance and testing
- 0.50% career and vocational education
- 16.6% computer literacy
- 7.2% dropout prevention
- 9.7% staff training and development
- 31.0% library/media programs
- 1.5% classroom management techniques
- 2.2% administrative costs
- 4.4% science
- 1.1% social studies
- 1.3% art and music
- 0.7% physical education

The evaluation indicated that 38.3 percent of the funds went toward instructional materials and supplies, 32.2 percent was spent on equipment, 21.5 percent was spent on personnel, 5.6 percent went for stipends/consultants and 2.2 percent was used for administration.

EESA Title II

The Education for Economic Security Act (EESA) was intended to improve teacher skills and instruction in mathematics, science, foreign languages and computer education and to increase student access to that instruction. Financial assistance was provided to state and local education agencies and higher education institutions. The Bureau of Finance and Services was responsible for administering this title.

West Virginia received $621,822. Seventy percent of that amount was allocated to the state education agency for elementary and secondary education. Thirty percent went to the state agency for higher education. Twenty percent of the funds made available for elementary and secondary education programs, was used for implementation of demonstration exemplary programs in mathematics and science.

A total of $435,276 flowed directly to the 55 county school systems. Each county's share was based upon the total public and private nonprofit enrollment. Both the elementary/secondary and higher education programs have focused on the training and retraining of mathematics and science teachers. Title II funds have also been used for a wide variety of services, including consortium arrangements among counties and higher education institutions. Local education agencies have undertaken such projects as seminars focused on instructional techniques which the classroom teacher may use to help students overcome math anxiety; inservice training for teaching critical thinking skills in science; and teacher training in meeting the needs of underrepresented and underserved students such as females, minorities, and the gifted and talented.

Elimination of Sex Discrimination

The Office staff for the Elimination of Sex Discrimination Project provided, and continues to provide, technical assistance to the 55 local education agencies under the Title IX grant for assistance with sex desegregation in the public schools. The Title IX Project, funded under Title IX of the Federal Civil Rights Act of 1964, is regulated by the federal Education Amendments of 1972. Technical Assistance includes monitoring of local education agencies; providing inservices to local education agencies, and providing county administrators, parents, students and department staff with brochures, books and other materials related to sex equity. These services assist with impacting nondiscrimination in educational programs such as mathematics, science, computer programming, physical education, social studies and in activities such as athletics, counseling and cheerleading as well as assist with nondiscrimination in the employment process. Further, this project's staff assists with nondiscrimination to students who are married and/or pregnant.

The Elimination of Sex Discrimination Project Office staff has developed and distributed these materials: 1) a book, **Laws and You: A Title IX Project Grade 4-6**; 2) a revised brochure, "Title IX for Cutting the Tape to Sex Equity in Education Programs & Activities"; and 3) a brochure, "How You Can Become a More Effective Title IX Coordinator: I. Review Employment Policies and Practices; II. Survey Counseling and Guidance Procedures; III. Examine Programs and Activities; IV. Provide Notification of Nondiscrimination; V. Furnish A Grievance Procedure; VI. Collect and Analyze Data; and VII. Provide Assurance of Title IX." The annual, two-day "Title IX Compliance Training Workshop; Sex Equity in Education," was conducted on April 6-7, 1989, at the Bridgeport-Clarksburg Holiday Inn, as scheduled.

School-Community Relations

In the reporting period, the department's School-Community Relations unit produced over 800 publications devoted to efforts approved by the Office of the Governor, the State Legislature, the West Virginia Board of Education, the department's Bureau of General, Special and Professional Education, its Bureau of Finance and Services. Among the major publications the unit is required by law and policy to produce are annual reports related to fiscal administration, child nutrition, school transportation and maintenance facilities. In addition, the unit produces **State Ed**, education directories, news releases, internal newsletters and other publications beneficial to the public and private sectors of the state.

School Facilities Planning

This unit continued its responsibility for the coordination of the Better School Buildings Amendment construction program.

The $200 million in Better School Buildings Amendment funds has made it possible for county school systems to participate in a building program that surpasses any in the state's history.

In addition to assisting the county boards of education with revisions and amendments to their comprehensive educational facilities plans, site selection, project surveys and final inspection of complete facilities, unit staff coordinated department review and approval of plans and specifications for building projects.

Liaison among department bureaus, the state fire marshal's office, and the department of health, highways and vocational rehabilitation was also provided by this unit.

Comprehensive education facilities plans, approved by the state board of education for all 55 county school systems, provided for a total anticipated construction program budget of $823,391,893.24. This total reflects $220,452,683.87 (26.77 percent) in state Better School Buildings Amendment funds, state/federal vocational and other federal funds of $97,808,509.02 (11.88 percent), local levies and other funds of $206,657,968.66 (25.10 percent) and anticipated local bond proceeds in the amount of $298,472,731.69 (36.25 percent).

Forty-nine of the 55 county comprehensive educational facilities plans were approved contingent upon the availability of funds to be generated from local bond issues, which have generated $228,994,343.69. To date, 18 of the 49 counties have been unable to pass a bond referendum. One county was unable to pass a special levy for construction of a high school, reducing the comprehensive plan program budget by $122,279,886.00 in bond funds and $3,676,500.00 in special excess levy funds.

By July 1989, 1,145 county school projects for new facilities additions, remodeling, and fire safety hazard repairs/renovations, totaling $655,186,755.81 had been approved by the state board of education, leaving a balance of $168,205,137.43 in construction projects to be submitted by the counties for interdepartmental review and recommmendation by department staff to the state board for approval. Projects representing $122,279,886.00 remained unapproved as a result of unsuccessful local bond and excess levy referenda.

Projects completed and inspected total 952, with a value of $462,274,039.09.

At the end of this Annual Report, a table is enclosed showing the funding sources and totals for the 55 approved comprehensive educational facilities plans.

During the 1989-90 school year the School Facilities Planning Division has been given the responsibility for the new School Building Authority. In that regard, new guidelines and time lines for comprehensive facility planning have been developed and a state bond sale has been instituted to generate $70 million or more for capital improvement.

School Finance

There was a 70% turnover in the school finance office because of early retirements. This created challenges and opportunities for change. One of the dramatic changes made was to put the basic state aid formula on a spreadsheet. This greatly facilitated the department's ability to do cost projections when changes in the formula were considered by the legislature and others. Efforts are being made to computerize and integrate other aspects of the school finance office.

During the 1988-89 fiscal year, the school finance office was responsible for $674,755,165 in basic state aid that flowed to the 55 counties. The office also flowed monies to the Regional Education Service Agencies, Teacher's Retirement and to the counties in other accounts.

The requirements and process for certifying school business officials were revised. The new regulations will allow more persons to obtain certification so a greater pool of qualified applicants will be available. The training for school business officials was strengthened.

The Department is continuing to work with the National Center for Education Statistics to be able to provide needed financial data.

Staff served on several technical assistance teams to assist counties having severe financial problems. Efforts will continue with these and other counties with serious financial problems.

School Transportation

Under department administration, the 55 counties operated 3,027 school buses transporting 270,441 pupils to school daily. There were no pupil fatalities, and only a few minor injuries to pupil passengers were reported.

All new school bus operators were trained in the West Virginia Uniform School Bus Operator Training Program before certification. All bus operators also received their annual continuing and refresher training. Counties in three RESA areas competed in Regional and State School Bus Roadeos for skill development and recognition. Several other counties provided county competition and state participation. Unit personnel assisted with this training to the degree possible, conducted training seminars to certify county personnel in the bus operator training program, and instructed bus operators in several counties in the National Safety Council's defensive driving course.

The division administered the purchase of 290 buses through the central bid process. Fifty-three counties participated.

The division also conducted an annual conference, complete with vendor participation, for county directors, supervisors, mechanics and secretaries.

The school bus inspection program, under the supervision of this unit, completed its 11th full year. All buses were inspected three times. Buses used in summer programs were inspected four times, except in counties where defects were under the state average for each of the regular inspections. The state average for all three inspections was 0.518 defect per bus. Fifty-two counties had less than one defect per bus as their total inspection average for the year.

The transportation division continued to offer consulting assistance to the counties for planning and implementing bus maintenance programs.

Treasurers

Since 1974, county boards of education have been authorized to either continue to appoint the county sheriff as the board's treasurer or appoint the board of education's fiscal officer as the board's treasurer. With the assistance and counsel of bureau staff, 53 county boards of education had, by the close of 1988-89, assumed the responsibilities of the treasurer's function by appointing treasurers other than the county sheriff.

West Virginia Facilitator Project National Diffusion Network

During FY 1988-89, the West Virginia Facilitator Project of the National Diffusion Network (NDN) reviewed

$78,864.00 for the continuance of all state facilitator operations mandated by the Office of Educational Research and Improvement - U.S. Department of Education. These funds were used to assist the state's public and private schools, institutions, and schools of higher learning in the selection and adoption of those exemplary NDN programs that would best meet their needs.

Within the past reporting period, West Virginia adoptions spanned 95 percent of the counties and all four congressional districts affecting 400 public schools, 16 non-public schools, 3,000 classrooms, 93 administrators, 1,617 teachers and 22,000 students pre-school through adult.

Categorical representation of FY 89 NDN program adoptions and awareness events included:

A. Adult Education
B. Migrant
C. Basic Skills - Language Arts/Writing
D. Basic Skills - Mathematics
E. Basic Skills - Multidisciplinary
F. Basic Skills - Reading
G. Career/Vocational Education
H. Early Childhood/Parent Involvement
I. Gifted and Talented/Technology
J. Health/Physical Education
K. Preserve/Inservice Training
L. Science/Social Science
M. Special Education/Learning Disabilities

West Virginia NDN adoptions increased by 30 percent since the last reporting period. The state facilitator serves as a link between NDN's validated projects and West Virginia schools, LEAs, and Regional Education Service Agencies. Awareness and training sessions are conducted throughout the year, covering a wide diversity of educational topics and areas. The department's annual Leaders of Learning Conference, held each August, provides a superb showcase for NDN awareness events.

Veterans Education and Training

This unit had responsibility for approving 1) schools below college level, 2) apprenticeships, and 3) other on-the-job training programs for veterans and other eligibles so they may receive educational benefits based on length of service.

One hundred seventeen public and proprietary schools, 42 apprenticeships and 45 on-the-job training programs were approved. Staff conducted 55 supervisory inspections and 30 inspections for quality.

BUREAU OF GENERAL, SPECIAL AND PROFESSIONAL EDUCATION

Introduction

The Bureau of General, Special and Professional Education is comprised of six offices: 1) General Education, 2) Professional Education, 3) Special Education, 4) Interagency Education Programs, 5) Education Support Services, and 6) Accreditation. The organization is in accordance with the bureau's mission, principles of operation and long-term goals.

The major assumption guiding the bureau's work is that the business of education is learning and, therefore, the focus. It is the bureau's aim to impact positively on student learning in the public schools of West Virginia.

Mission

The mission of the Bureau of General, Special and Professional Education is to define programs and services of high quality that must be available to general and special students in West Virginia's public schools, assist county school districts in the delivery of high quality educational programs and services, and report the extent to which quality programs are being delivered.

Principles of Operation

Offices, units and individual staff members work in accordance with six principles of operation to accomplish the bureau's mission. Staff members:

1. **develop** the capacity of school district personnel to implement a high quality education;
2. work **diagnostically** with school districts and schools;
3. work **preventively** and **correctively** with school districts and schools;
4. continue to develop **a set of shared values** among staff;
5. **recognize excellence** in schooling whenever and wherever it exists; and
6. utilize **strategies** which incorporate, wherever possible, **parental involvement, technology usage** and **staff development.**

Long-Term Goals

The bureau meets its responsibility by designing long-term goals to achieve the desired outcomes and targets utilized in program review, priority setting and resource allocation. Current long-term goals designed to accomplish the desired outcomes are:

1. To establish outcome-oriented, comprehensive educational programs and services for general education students in county school systems.
2. To establish an outcome-oriented, comprehensive system of personnel development.
3. To establish outcome-oriented, comprehensive educational programs with appropriate resources and services for special education students in county school systems and institutional settings.
4. To establish effective and accountable schools.
5. To establish a cadre of leaders of learning who support the establishment and improvement of quality educational programs for general and special learners in West Virginia's public schools.

6. To establish effective teaching practices.

7. To establish high quality, outcome oriented instructional programs in facilities operated by the Departments of Health and Corrections.

Operations

The bureau continued to work with the Chief Instructional Leader network, West Virginia Teachers' Academy, Criteria of Excellence training and the **West Virginia Report Card** series. Regular and special meetings were held throughout the year concerning curriculum, instruction, legislation, technology and improvement of educational programs, personnel and schools.

A continuing thrust during 1988 was the assessment of policy implementation. The bureau worked with county superintendents in the development, implementation and assessment of legislative educational reform.

During the legislative sessions, the bureau continued extensive involvement in the department's legislative bill analysis process. Members of the bureau attended meetings of the department legislative committee and the Public Education Interim Committee of the West Virginia Legislature in order to provide the perspective of the bureau in top level planning processes.

The research and information systems staff was responsible for coordinating the bureau's management information system. This involved reviewing plans for the design and use of data collection forms and procedures and coordinating the development and use of data processing procedures. A major outcome of this staff was the **West Virginia Report Cards** - State/County/School.

Major 1988-89 activities included the West Virginia Leaders of Learning Conference, West Virginia Principals' Academy, West Virginia Governor's Honors Academy, West Virginia Teachers' Academy, West Virginia Superintendent's Technology Study Group, Special Educators' Leadership Academy and numerous other major activities which are discussed in the following office reports.

Office of Accreditation

The Office of Accreditation has three units: 1) Accreditation, 2) North Central Association and 3) Private Schools. The office is responsible for accountability in determining through research and random, unannounced on-site reviews school and school district compliance with laws and policies; assisting schools to maintain or meet the requirements of the North Central Association Commission on Schools and the recognition of private and home schools. The unit also provides leadership and services to county school districts and local schools in the areas of school/school district accreditation and North Central Association accreditation.

North Central Association

The staff assisted 200 schools to maintain or meet the requirements of the North Central Association Commission on Schools. These member schools demonstrate annually that they have the resources to be a member and that they have used them effectively to meet the educational needs of their students.

The staff assisted the Commission on Schools to function as a viable accreditation association in West Virginia as follows:

- Providing a new evaluation guide.
- Training trainers to provide instruction on the use of the guide.
- Providing a workshop for on-site team evaluation leaders and school personnel.
- Assisting 36 member schools with self-evaluation studies and preparation for on-site team validations.
- Working with all 200 schools in the preparation of the evaluation reports presented annually for accreditation purposes to the Commission on Schools.
- Representing the member schools at four regional meetings of the Commission on Schools.
- Follow-up to the previous year on-site evaluation report recommendations: 15 schools.
- Assisted eight schools seeking initial accreditation. Provided an on-site examination of each.
- Providing four meetings for NCA state representative (NCA State Committee).

Private Schools

State law requires compulsory public school attendance except for students attending private schools under specified exemptions. In 1983 the Legislature authorized Exemption K schools as an alternative to Exemption A instruction in private, parochial and other approved schools. Many persons who desired to provide home instruction for their children, and who were unable to meet the requirements under Exemption B, registered as private or church-related schools under Exemption K.

This office administers the Exemption K program. The number of Exemption K schools by year is as follows:

1983-84	108
1984-85	198
1985-86	275
1986-87	388
1987-88	146
1988-89	111

The 1987 Legislature passed House Bill 2781 which expanded the definition of Exemption B to include nonapproved home instruction and made county boards of education responsible for working with these Exemption B schools. Exemption K schools remained the same except that home instruction could no longer be registered under that exemption. As a result, the number of Exemption K schools dropped from 388 in 1986-87 to 146 in 1987-88 and to 111 in 1988-89.

In 1987-88 and 1988-89 all continuing Exemption K schools submitted test results. Schools are required to annually test their students and to provide remedial programs if the students fall below the 40th percentile on the test.

Office of General Education

The Office of General Education has three units: 1) School Improvement, 2) Program Services, and 3) Instructional Improvement. The office is responsible for providing leadership and services to county school districts and local schools in the areas of curriculum and instruction, textbook selection and leadership training for superintendents, central office personnel, principals and teachers.

Additionally, a principals' assessment and development center is operated by the office, designed to improve the selection process for assistant principals and principals. The Leadership in Education Administration Development (LEAD) program is also operated by this office.

School Improvement

The unit was responsible for providing leadership, technical assistance, monitoring and policy clarification as these functions applied to early childhood, middle childhood, and adolescent education programs. In addition, the unit was responsible for assisting principals and county office personnel in school improvement efforts using processes based upon school effectiveness research.

To assist efforts in curriculum implementation and improvement, the unit conducted various activities. Policy clarifications were made regarding program offerings at early childhood, middle childhood, and adolescent education levels as specified in Policy 2510. The unit processed approximately 500 phone inquiries and 250 inquiries by letter. The unit worked as the department's liaison with the professional principals' organizations providing planning assistance and funding for their annual meetings.

The unit completed staff development activities in several areas. A Fall Conference for Middle Level Education was conducted in conjunction with the West Virginia Association of Middle Level Education. The Fifth West Virginia Principals' Academy was completed, including the 12-day summer residential session, and two three-day follow-up sessions. The academy generated improvement plans to implement effective schools research in the 98 schools represented. These improvement plans were jointly funded by the county school systems and the department. The unit nearly completed a two-year Effective Schools Program (ESP) in schools in Mercer and Greenbrier counties. Two schools in Mingo County continued their ESP Program. This program was led by a mentor principal who has extensive experience in effective schools research and practice. This position was funded by LEAD (Leadership in Education Administration Development) funds. Also, the unit participated in the Effective Schools Program Network annual conference and had representatives on the Board of Directors.

Ongoing data management collections included exceptions to the teacher-pupil ratio (grades 1-6, under Policy 2442.3) and the exceptions to student attendance under provisions of the graduation requirements. Policy 2444.01.

The unit conducted the annual West Virginia Exemplary Schools Program. Three adolescent and four middle childhood schools were selected as West Virginia Schools of Excellence and one West Virginia adolescent school was also recognized as a National School of Excellence by the U.S. Department of Education.

The unit provided facilitator services and funding to the West Virginia School Boards Effectiveness Project, sponsored the National Principals' Center Network Conversations, provided leadership in the revision of Policy 4371 (**Student Rights and Responsibilities Handbook**), and participated in school accreditation training and implementation of recent school reform legislation.

Textbook Adoptions

The textbook adoption unit coordinated the efforts of the West Virginia Textbook Advisory Committee, which reviewed textbooks/programs submitted by the various publishers. The committee worked with department staff in developing generic and specific criteria for conducting hearings with publishers, evaluating textbooks/programs, and making recommendations to the State Board of Education. Upon approval, books deemed suitable for instruction were published in the **Official State Multiple List** from which counties selected one or more books or series to be used as exclusive basal textbooks/programs for six years.

A new textbook cycle began for a six-year period with Group I. The textbook adoption unit completed adoptions for the subjects of Correlated Language Arts (K-8), Reading (K-8), Spelling (K-8), and Literature (7-12). Correlated Language Arts will be a Group VI subject in 1994.

Bids were received from seventeen publishers, resulting in 102 contracts and bonds. Five revised textbook/programs were approved as substitutions for contracted editions. The **Official State Multiple List** included 43 programs (2,116 items). Two programs were not recommended. Six exemptions were granted to county boards of education, most of which were additional adoptions from the Official State Multiple List. There was, however, a noted decrease in textbooks used from the most recent state multiple list.

Six new appointments were made to the West Virginia Textbook Advisory Committee composed of 30 members. The committee worked to integrate the specific criteria for textbook adoption with the learning outcomes adopted by the State Board of Education. Executive committee members met five times and evaluated five programs. Their findings were published in three volumes and forwarded to county superintendents for sharing with local textbook selection committees.

County adoption reports were received from 55 counties for the Group VI subjects of Correlated Language Arts, Combined Subjects in Kindergarten, and Driver Education. There were 12,877 items reported on the Basal Textbooks School Utilization Report for science and health. Lists of free items were received from publishers and disseminated to county coordinators to aid in the textbook selection process. Technical assistance was given to Regional Education Service Agencies, county accreditation staff, and 36 publishers' representatives at the annual meeting of the West Virginia Bookmen's Assn.

West Virginia was one of three field test states for the second year of adhesive bound textbooks. Eleven hundred chemistry texts used in seven counties throughout West Virginia were evaluated by book manufacturers, publishers, and state textbook administrators. The coordinator of Textbook Adoptions for West Virginia serves as the national chairman of the five-year field test, which concludes in 1990.

Instructional Improvement

During the 1988-89 year, the Instructional Improvement Unit continued its role in curriculum development and support of instructional programs. This was accomplished through a variety of

means: publications and materials development, conferences, workshops, and on-site technical assistance. Resources provided to teachers included a newspapers in education resource book; general, instrumental and choral music resource files; a reading curriculum guide for grades 7 and 8; the newly revised "West Virginia Social Studies Fairs: Rationale and Guidelines," "Judges' Handbook," more than 25,000 copies of "Seven Steps for Preparing a Social Studies Fair Project," and an orientation guide for new driver education teachers.

In addition, the West Virginia Microcomputer Education Network was used extensively to keep teachers informed of resources and workshops. With partial funding by the National Endowment for the Arts, the West Virginia Music Test Item Bank (Teachers' Manual, 5 Scripts and Graphics Books, three two-hour video-tapes, six audio-tapes and brochures), was completed. Additional activities included the 12th annual Fall Music Curriculum Conference for county music supervisors and representatives; the annual Youth Art Month Poster Design Contest with participation by 107 students and 19 counties; the 12th annual Showcase of Music Education featuring 794 students in 28 groups representing 20 counties; maintenance of the West Virginia Department of Education Permanent Collection of Student Art and publication of a catalogue of the display; serving as an Extension Program for the National Gallery of Art by distributing art slide programs to schools; maintaining a fine arts computer conference for sharing information about curriculum, materials, festival dates and workshops; providing musical programs for Golden Horseshoe; participating in Loyola University Symposium on the development of a national music curriculum; participating in a special conference on music and technology; serving as a consultant in the development of middle school materials by the National Study of School Evaluation; assisting the West Virginia Music Education Association and West Virginia Art Education Association with collections of directory information; providing technical assistance to counties, colleges, schools and professional organizations.

In addition, unit staff attended "Making Connections" Symposium 4MAT, Thinking Skills, Invitational Learning, Direct Instruction seminars, served on Steering Committee for statewide study of arts education, sponsored by the West Virginia Board of Education and the Department of Culture and History; attended workshops on historic preservation curriculum development, the interaction between science, technology and society, the use of CD-ROM technology in delivery a science curriculum to elementary students, advances in testing science concepts and skills development, and teaching applied mathematics and science through technology to vocational students.

A $75,000 Bilingual Education Grant was received by the Unit from the U.S. Department of Education. The purposes of the grant are to collect accurate data pertaining to limited English proficient students and to provide training to county personnel who serve these students.

The staff began work on evaluating student mastery of learning outcomes, most notably in the development of a bank of 1,000 test items for K-4 general music. A committee of foreign language teachers devised foreign language oral skills to be required of prospective foreign language teachers in West Virginia with institutions of higher education; the skill list was distributed to all foreign language teachers for verification. Programs of ...y and learning outcomes in Social Studies, Art, and Music were reviewed and revised to ensure their currentness prior to adoption of new textbooks.

The unit was responsible for activities that provided recognition to numerous teachers and/or students. A major activity of the Instructional Improvement Unit was the West Virginia Teachers' Academy, which provided training in research-based strategies for more than 100 teachers. Topics in which the teachers received training were classroom management, effective school research, effective instructional stategies, learner responsibility, learning and teaching styles, cooperative learning, outcome-based education, teacher expectations, curriculum alignment, peer coaching and instructional self-evaluation.

A new component of the West Virginia Teaches' Academy this year was an intensive staff training conducted prior to the summer session. Other activities included: Young Writers Conference; Children's Book Awards; driver education certification; Presidential Awards for Excellence in Teaching Mathematics and Science; Golden Horseshoe; Bicentennial of Constitution Competition; Senate Youth Program; Youth and Government Program; statewide Geography Bee; NASA Name the Orbiter Competition; Department of Energy High School Honors Program; Department of Energy research grants for teachers: Week in State Government; and the Social Studies Fair. State teachers were selected to attend programs in North Carolina, Oklahoma and to participate in a five week study tour of Japan. The staff cooperated with other department personnel in the Writing Assessment, JTPA Governor's Summer Youth Program, Satellite Educational Resources Consortium Education Council, Principals' Assessment Center, state AIDS Advisory Committee and the Title II Review Committee. The Department collaborated with West Virginia University to obtain an EESA Title II grant to train elementary teachers in Spanish language and teaching practices.

The coordinators in the unit continued to provide technical assistance to county districts through workshops, inservices and conferences. Each coordinator managed conferences which updated county curriculum leaders in specific program areas. In some areas, indepth program evaluations were conducted upon request to assist counties in program improvement. Other offices within the department received assistance, as did outside organizations, on curriculum-related projects. Partnerships with businesses offered exciting co-curricular opportunities for students. The staff also remained actively involved at the national level, especially in the area of science, mathematics, social studies and music.

Better School Building Program

June 6, 1989

I. COMPREHENSIVE EDUCATIONAL FACILITIES PLANS APPROVED BY THE STATE BOARD OF EDUCATION

COUNTY	APPROVED "CEFP" PROGRAM BUDGET	STATE "BSBA" ENTITLEMENT FUNDS	FED-STATE VOC./ STEP "7" OTHER FUNDS	LOCAL BOND ISSUE FUNDS	LOCAL LEVIES PERM. IMPROVE/ OTHER FUNDS	TOTAL LOCAL FUNDS ALL SOURCES
Barbour	$ 8,696,369.77	$ 2,011,531.23	$ 992,131.00	$ 4,529,000.00	$ 1,163,707.54	$ 5,692,707.54
Berkeley	25,988,403.17	4,679,873.94	2,675,911.24	14,522,098.75	4,110,519.24	18,632,617.99
Boone	14,477,177.10	3,617,292.22	419,592.00	6,745,000.00	3,695,292.88	10,440,292.88
Braxton	6,049,835.74	1,990,419.07	400,854.00	2,840,000.00*	818,563.67	3,658,563.67
Brooke	15,947,201.68	3,203,602.68	1,761,639.00	9,850,000.00	1,131,960.00	10,981,960.00
Cabell	27,464,372.85	9,219,861.96	5,334,020.00	-0- *	12,910,490.89	12,910,490.89
Calhoun	3,931,474.76	1,245,656.85	423,322.11	2,100,000.00	162,495.80	2,262,495.80
Clay	2,535,867.44	1,971,913.02	499,715.00	-0-	64,239.42	64,239.42
Doddridge	3,602,360.06	939,807.45	559,574.91	1,871,358.00*	231,619.70	2,102,977.70
Fayette	25,122,159.11	7,782,124.21	3,177,174.50	7,600,000.00	6,562,860.40	14,162,860.40
Gilmer	7,653,931.27	910,895.10	571,734.00	2,199,935.00*	3,971,367.17	6,171,302.17
Grant	5,191,707.60	1,032,765.54	259,755.00	-0-	3,899,187.06	3,899,187.06
Greenbrier	8,105,236.35	4,286,294.45	1,016,935.00	-0- *	2,802,006.90	2,802,006.90
Hampshire	2,759,518.85	1,464,948.05	760,910.88	-0-	533,659.92	533,659.92
Hancock	26,492,311.00	3,952,439.26	3,200,993.00	13,884,487.00	5,454,391.74	19,338,878.74
Hardy	5,202,005.47	1,214,522.00	961,495.47	2,430,000.00	595,988.00	3,025,988.00
Harrison	25,008,363.03	7,702,671.43	3,216,510.27	-0-	14,089,181.33	14,089,181.33
Jackson	12,929,722.36	2,852,174.60	916,420.00	4,530,000.00*	4,631,127.76	9,161,127.76
Jefferson	7,038,023.25	2,821,126.30	2,239,209.57	1,651,380.00	326,307.38	1,977,687.38
Kanawha	60,485,340.68	22,142,236.60	3,039,642.00	-0-	35,303,462.08	35,303,462.08
Lewis	13,966,934.44	1,829,789.20	4,270,599.00	6,430,205.00*	1,436,341.24	7,866,546.24
Lincoln	11,908,802.07	4,125,579.40	2,118,426.43	3,125,000.00	2,539,796.24	5,664,796.24
Logan	15,663,947.71	8,403,068.78	2,896,719.00	1,750,000.00	2,614,159.93	4,364,159.93
Marion	27,125,662.32	6,289,056.90	3,497,285.33	13,388,680.00*	3,950,640.09	17,339,320.09
Marshall	13,418,983.44	3,386,294.85	106,188.00	4,350,000.00	5,576,500.59	9,926,500.59
Mason	16,216,300.18	3,212,264.63	564,819.19	8,307,332.00*	4,131,884.27	12,439,216.27
Mercer	36,249,935.29	8,092,973.97	527,952.28	16,737,105.00	10,891,904.04	27,629,009.04
Mineral	9,079,001.67	3,486,073.22	937,586.49	3,354,000.00	1,301,341.96	4,655,341.96
Mingo	34,021,516.36	6,409,743.44	4,880,649.30	13,342,149.00	9,388,974.62	22,731,123.62
Monongalia	18,320,908.58	4,873,219.34	3,110,957.00	6,995,000.00	3,341,732.24	10,336,732.24
Monroe	5,121,828.47	1,558,453.16	1,419,248.25	1,807,850.00*	336,277.06	2,144,127.06
Morgan	4,830,166.91	1,313,467.89	753,288.18	1,835,000.00	928,410.84	2,763,410.84
McDowell	15,016,147.23	8,448,548.69	198,976.00	4,000,000.00	2,368,622.54	6,368,622.54
Nicholas	18,190,375.33	3,952,472.33	1,187,251.00	11,304,856.00	1,745,796.00	13,050,652.00
Ohio	32,523,818.98	4,128,743.73	4,965,301.50	16,555,000.00	6,874,773.66	23,399,773.65
Pendleton	2,258,294.23	1,002,007.23	731,956.15	-0- *	524,330.85	524,330.85
Pleasants	8,742,937.17	1,019,897.11	3,161,836.00	1,800,000.00	2,761,204.06	4,561,204.06
Pocahontas	8,187,219.12	1,279,437.79	406,741.00	1,550,000.00*	4,951,040.33	6,501,040.33
Preston	11,910,327.15	3,759,690.06	6,027,849.87	-0- *	2,122,787.22	2,122,787.22
Putnam	15,679,968.02	4,139,231.75	1,568,092.00	5,804,091.76	4,168,552.51	9,972,644.27
Raleigh	42,275,569.75	10,434,655.25	3,027,699.00	22,585,000.00	6,228,215.50	28,813,215.50
Randolph	11,055,253.45	3,455,111.79	3,225,668.00	3,537,174.66	837,299.00	4,374,473.66
Ritchie	6,962,555.06	1,396,123.67	886,062.00	3,326,528.00*	1,353,841.39	4,680,369.39
Roane	13,123,486.85	1,771,705.95	2,050,496.33	7,386,500.00**	1,914,784.57	9,301,284.57
Summers	5,884,184.46	1,952,504.77	146,874.99	2,700,000.00	1,084,804.70	3,784,804.70
Taylor	10,421,706.32	2,006,863.18	962,765.15	6,975,000.00*	477,077.99	7,452,077.99
Tucker	3,143,358.56	1,194,771.22	486,762.00	1,285,000.00	176,825.34	1,461,825.34
Tyler	4,202,809.56	1,510,881.56	407,596.00	1,877,334.00	406,998.00	2,284,332.00
Upshur	16,696,913.42	2,448,340.30	800,000.00	3,552,000.00	9,896,573.12	13,448,573.12
Wayne	25,297,733.16	6,444,839.00	2,206,000.00	14,300,000.00	2,346,894.16	16,646,894.16
Webster	6,786,190.84	1,898,339.48	2,225,948.63	2,183,525.66	478,377.07	2,661,902.73
Wetzel	20,273,624.14	2,779,318.46	963,220.00	13,937,449.92	2,593,635.76	16,531,085.68
Wirt	2,874,179.88	972,208.77	967,752.00	550,000.00*	384,219.11	934,219.11
Wood	24,404,151.77	11,220,592.35	1,835,914.00	8,772,691.94	2,574,953.48	11,347,645.42
Wyoming	16,875,719.81	5,214,259.69	1,831,490.00	8,315,000.00*	1,514,970.12	9,829,970.12
TOTALS	$823,391,893.24	$220,452,683.87	$97,808,509.02	$298,472,731.69	$206,657,968.66	$505,130,700.35
		(26.77%)	(11.88%)	(36.25%)	(25.10%)	(61.35%)

*Bond Election Failed
**Special Excess Levy Failed

Funds Processed During 1988-89

Administration, Instruction, State Aid to Counties

2860	State Administration	$ 8,323,497
2870	School Food Service	1,882,872
2950	Basic State Aid to Schools	686,567,467
2950-12	Exceptional Children	36,064,633
7000	General School Fund	451,649
		733,290,118

State Vocational Education

2890	Vocational Division	12,694,618

Federal Vocational Education

7794	Consolidated Federal Funds - Vocational	9,135,291
8241-08	Community Education	7,345
8241-11	Job Training Partnership Act	5,778,273
8241-13	Curriculum Lab	27,068
8241-19	Miner Emergency Medical Training	10,371
8241-21	State Occupational Info. Coordinating Committee	94,053
8241-23	Private Industry Council	243,827
8241-24	Adult Literacy	5,187
8241-25	Hazardous Materials Training	16,040
9780-31	Revenue Sharing - Wirt County	35,000
		15,352,455

Federal Programs

7772	Drug Free Schools	292,127
	Alcohol and Drug Education	502,509
	Homeless Children	27,928
	AIDS School Health Education	90,603
7783	Child Nutrition Programs	39,082,565
	Foster Grandparent Program	374,619
	Sex Desegregation	75,139
	State Facilitator	73,997
7787	Drug Free Schools	32,480
7805	Exceptional Children	14,623,103
7979	Veterans Education	61,954
8240-28	Miscellaneous Projects	313
	Byrd Scholarship Program	149,150
	Leadership in Education Administration	149,248
	Governor's Honors Academy	106
	Arts in Education	37,656
	EPA Asbestos Inspection	496,955
8242	ECIA Chapter 1	$ 33,997,032
	ECIA Chapter 11	3,716,781
	Title 11	478,298
		94,262,563

FFA-FHA Camp and Conference Center

3360	FFA-FHA Camp	213,729
8245-07	Room and Board	965,342
8245-08	Crafts Program	51,084
8245-12	Cedar Lakes Improvement	56,514
		1,286,669

WV Schools for the Deaf and the Blind

3330	WV Schools for the Deaf and the Blind	5,230,008
8453	Special Revenue	940,685
		6,170,693

	GRAND TOTAL	$863,057,116

Addendum

OFFICE OF SPECIAL EDUCATION

The purpose of the Office of Special Education (OSE) is 1) to provide leadership and technical assistance in special education, 2) to administer funds, and 3) to monitor and enforce the compliance of public agencies with state and federal laws, regulations and policies regarding exceptional students. These services are available to the department of education and state board of education, county school districts, Regional Education Service Agencies (RESAs), institutions of higher education, parents and other agencies requesting and/or requiring these services. The office is comprised of two units: administration and compliance, and programs services.

ADMINISTRATION AND COMPLIANCE

Data collected by the Unit indicated that 55,259 exceptional students (handicapped and gifted) received special education and related services at the end of the second month, an overall decrease of 833 students over 1987-88. The total number of pupils served comprised 16.4 percent of the total school age population. The number of handicapped students, ages 3-21, served on December 1, 1988, and reported to the U.S. Department of Education for EHA, Part B funding, totaled 43,474, or 12.9 percent of the school age population. This was a decrease of 1,169 or a 2.62 percent reduction over December 1, 1987.

Department staff, along with other agencies, associations and groups, worked extensively with subcommittees of the legislature to support continued state aid for special education. The resulting funding totaled $9,412,100. This total included $649,446.17 for serving preschool severely handicapped children ages 3-4.

Funding also was received under Part B of the Education of the Handicapped Act (EHA) during 1988-89 in the amount of $14,789,138. A $1,536,213 Preschool Grant Award was received under EHA, Part B for providing services to handicapped children ages 3-5.

Using EHA, Part B discretionary funds, the department continued funding aimed at (1) providing personnel development activities and job related training, (2) increasing parental involvement in special education, (3) increasing the capacity of counties to serve students in the least restrictive environment, (4) increasing availability of appropriate vocational programs and transitional services for handicapped students, (5) increasing the capacity of local education agencies to serve handicapped children 3 and 4 years of age and (6) improving administrative skills of directors of special education through special study institutes and an annual academy. During FY 89 the department also continued disseminating promising educational practices to teachers and administrators. Through a contract with the National Association of State Directors of Special Education, each special educator in West Virginia was provided with four issues of the newspaper "Counterpoint," directed toward the dissemination of innovative and successful teaching practices in special education. The unit administered state and federal funds for special education and provided the legislature with data and fiscal projections on numerous bills and proposals.

A major responsibility of the Office of Special Education is assuring state and local compliance with federal and state laws and regulations pertaining to the education of exceptional children. The activities undertaken each year by the Administration and Compliance unit enable the office to meet this federally mandated responsibility.

To determine local compliance with the laws and regulations, comprehensive on-site review of county school districts were conducted by the office cooperatively as a part of the county accreditation reviews. Investigative reviews regarding the IEP process and Least Restrictive Environment (LRE) were conducted in three (3) county school districts. The monitoring effort included activities such as the review of corrective action plans, provision of compliance technical assistance and the preparation of monitoring materials and reports.

Compliance management activities included the maintenance of a toll free "Parent Action Line" for assisting parents of exceptional students, preparation of response to written complaints and inquiries, liaison activities with other bureaus and agencies, provision of technical assistance for the delivery of appropriate education and related services to exceptional students, and accreditation pilots as a result of policy revisions. The unit processed 78 formal complaints from parents and advocates regarding the provision of a free appropriate public education for exceptional students. In addition, activities continued for 12 complaints filed in FY-88. The complaints dealt with issues such as due process rights, suspension, assessment timelines, special transportation, the provision of related services, accessibility and adequate facilities, caseloads and the length of the instructional day. To assist in processing each complaint filed, as well as to assist parents by providing technical assistance, the unit has developed a computerized technical assistance and complaint management system.

The unit also coordinated the process of requesting exceptions to Policy 2419: Regulations for the Education of Exceptional Students. This unit and the program services unit reviewed the seven (7) requests for exceptions submitted for the 1988-89 school year and recommended approval of three (3) and denial of the other four (4) requests. Technical assistance was provided by staff members of both the monitoring and compliance and the program services units to county school districts requesting exceptions.

The unit responded to numerous requests from parents for information about special education services in West Virginia and distributed copies of Policy 2419: Regulations for the Education of Exceptional Students, Hand in Hand - A Guide for Parents, The Education of Exceptional Children in West Virginia's County School Districts: Selected Enrollment and Financial Information 1987-88, posters and brochures to parents and county school districts.

The unit coordinates the due process system, which includes hearings and appeals. For hearings, a panel of three hearing officers is provided to parties to select the hearing officer. The department directly assigns hearing officers to state level appeals.

Fourteen due process hearings were held in seven counties. In addition, thirty-five requests from fourteen counties were resolved or withdrawn prior to hearing. Five appeals were heard from five counties. The due process hearings and appeals pertained to identification, assessment, placement and provision of free appropriate educational services for handicapped students.

PROGRAM SERVICES

The Program Services Unit's primary responsibility is providing training and technical assistance in the implementation of state and federal regulations pertaining to the education of exceptional children in the development, evaluation, improvement and implementation of quality special education programs for handicapped and gifted students in West Virginia.

Program Services staff conducted 80 workshops/presentation for over 3000 participants including special education teachers, regular teachers, speech-language pathologists, school psychologists, educational specialists, principals, county special education directors, special education coordinators, assistant superintendents, superintendents, students, social workers, aides, recreational therapists, counselors, parents and vocational rehabilitation professionals. Participants were provided with information and assistance related to the educational programming for behavior disordered students; identification and assessment of special education students, implications of graduation requirements for special education; classroom management and behavioral intervention; stress management; teacher expectations and student achievement; effective practices for school-based assistance teams and placement advisory committees; effective instruction in special education; collaborative consultation, positive approaches to student discipline; skill intervention for the severely impaired; curriculum; development and implications of eligibility criteria; enhancing parent-professional communication; a comprehensive approach to language development, career education, the preschool handicapped child, higher order thinking skills, programming for gifted metacognitive skills development, National Diffusion Network programs, current legislation, instructional technology and assistive devices, and suspension.

Unit staff coordinated workshops presented by consultants via telecommunications that permitted an additional 2200 participants to receive training in Integrated Academics, the Partnership Series, metacognitive skills, and suspension. In addition, the program services staff produced video tapes that provide training in both the process and program regulations in Policy 2419. Copies of the Policy 2419 training tapes were disseminated to the 55 county school districts, eight RESAs, state operated programs for exceptional children and are available for use by institutions of higher education and other agencies that serve exceptional children.

Program services staff also assisted with the administrative and compliance activities such as review of school districts' policies and procedures and funding applications, complaint investigation, on-site compliance reviews and provision of direct technical assistance regarding complaint issues.

Other major activities included: 1) coordinating the Superintendents' Study Group regarding the use of special education discretionary funds in meeting state plan priorities; 2) coordinating the West Virginia Parent Training Project and serving as liaison to the 25 Parent Educator Resource Centers in the state; 3) coordinating interagency initiatives regarding preschool handicapped services; 4) implementing West Virginia's Handicapped Children's Early Education Program state plan grant; 5) supervising child development centers; 6) training of all 55 school districts, and eight RESA's and SEA staff in the West Virginia Special Education Effectiveness Review System (WV SEERS); 7) providing grants to each RESA to extend the training of Basic Learning Strategies Curriculum and additional training in Advanced Learning Strategies; 8) conducting the Special Education Leadership Academy; 9) directing the West Virginia Governor's Honors Academy; 10) developing a content specialization test for certification for entry level teachers of gifted, developed extended learning outcomes for gifted in all the basic content areas; and 11) training all school districts in the academic model for gifted instruction.

Staff members worked on state and RESA special education administrators meetings, chief instructional leader meetings, various advisory board meetings, the Seventh Annual Leaders of Learning Conference and numerous other cross-unit, cross-office and cross-bureau activities and functions.

Henry R. Marockie
State Superintendent of Schools
West Virginia Department of Education